DOCUMENT RESUME

ED 212 216 HE 014 699

AUTHOR Ruddock, Maryann S.
TITLE Use of a Market Survey in Identifying Potential Publics.
INSTITUTION Saint Edward's Univ., Austin, Tex.
PUB DATE Oct 81
NOTE 23p.; Paper presented to the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Alumni; College Bound Students; College Students; *Community Attitudes; *Community Surveys; Educational Counseling; Higher Education; High School Students; Institutional Research; *Public Relations; Questionnaires; *Reputation; *School Community Relationship; School Size; Student Financial Aid; *Student Recruitment; Tuition
IDENTIFIERS *Saint Edwards University TX

ABSTRACT

Perceptions of St. Edward's University, Austin, Texas, by current students, alumni, Austin area high school seniors, and the general public were studied. Respondents' knowledge of the university and what they look for when choosing a school were assessed. About 500 general public respondents and about 300 respondents for each of the other groups participated. It was found that while most of the respondents could identify St. Edward's as a small, private, four-year institution that grants master degrees, there was confusion as to how many students were enrolled and the cost of attending the university. Regarding tuition, 68 percent of students/alumni answered correctly, while only 38 percent of high school seniors/public answered correctly. The general public and high school seniors also showed misconceptions about majors that are offered by the university and about its size (a large number of people thought the school was larger than it is). It also was found that current students and alumni, and to a lesser extent high school seniors and the general public, are concerned with the practical and educational aspects of an institution: availability of financial aid, tuition, night classes, and academic services available, such as tutors. It is concluded that the survey demonstrates a need for additional publicity in the areas of costs and academic services available. Based on demographic data provided by survey respondents, the survey shows that there are many people in the Austin area who would fit into St. Edward's environment. A sample questionnaire is appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ST. EDWARD'S UNIVERSITY

PHONE 512-444-2621

AUSTIN, TEXAS 78704

CHARTERED IN 1885

ED212216

USE OF A MARKET SURVEY IN IDENTIFYING POTENTIAL PUBLICS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maryann S. Ruddock

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Maryann S. Ruddock
Research Associate, Planning
and Institutional Research
St. Edward's University
3001 S. Congress Ave.
Austin, TX 78704
(512) 444-2621

Paper presented at the Annual Meeting of the Southern Association for Institutional Research; Charlotte, North Carolina; October 29-30, 1981.

HE 014 699

ABSTRACT

The threat of declining enrollments has forced many colleges and universities to take a closer look at themselves. St. Edward's University undertook a market survey of those who have had direct contact with St. Edward's (current students and alumni) and those who have not had direct contact with St. Edward's (Austin area high school seniors and general public). The purpose of the market survey was to assess people's knowledge of the university and what they look for when choosing a school. It was found that while most of the respondents could identify St. Edward's as a small, private, four-year institution that grants Master's degrees, there was confusion as to how many students were enrolled there and the cost of attending St. Edward's. In terms of what people are looking for when applying to a school, the respondents in our survey are interested in the practical and educational aspects of the institution - the availability of financial aid, the cost of attending, availability of academic services (tutors, labs, advisors), etc. These are areas that need to be publicized more by the institution. They are impo-tant to future students and there are misconceptions and confusion about them in relation to St. Edward's at the present time.

USE OF A MARKET SURVEY IN IDENTIFYING
POTENTIAL PUBLICS

The threat of declining enrollments has forced many schools to take a closer look at themselves. Why the current students decided to enroll there and how the community views the school are but two ways to determine what the school's audience is. This is especially important when there is more than one university in the same city. While it is generally conceded that the schools do not actually compete for the same students, the school that knows how it is perceived by its public will be better able to structure its recruitment and advertising programs. A market survey is one way to find out how a school is perceived.

In the Spring of 1981, St. Edward's University, a small (1,525 FTE), private, liberal arts university located in a medium sized city (350,000 pop.), which also contains the main campus of the University of Texas System, a large community college, and two private colleges, undertook a market survey of the Austin area. The main purpose of this survey was to provide directions for the implementation of goals that were put forth by the Board of Trustees in their five-year plan for 1981-85. These goals covered such areas as: enrollment, retention, student-faculty ratio, the physical plant, scholarships, etc. Five major groups were targeted for this survey: current students at SEU, high school seniors in the general Austin vicinity, SEU alumni, the general public,[1] and a group of middle-management people. It was felt that these groups represented the spectrum of involvement with SEU --

[1] general public is defined as those people living in Travis County who own telephones; 48% of St. Edward's population comes from Travis County.

involved in the past, present and potentially in the future. The middle-management people were targeted because of SEU's strong undergraduate Business and MBA programs, but it was not possible to obtain a representative list of people. The four remaining groups represent people who have or have had contact with SEU (students and alumni) and for the most part, people who have not had direct contact with SEU (high school seniors and the general public). It is this contact dimension that will serve as the focus of this paper.

Three major types of questions were asked: knowledge of the school, opinions on what is important when choosing a school, and demographics. The set of questions on knowledge of the school were asked to assess St. Edward's visibility in the community. People won't attend a school they know nothing about. Misconceptions about the institution may lead people to not attend or to attend for the wrong reasons. Dissatisfaction may then lead to attrition. Questions concerning what is important when choosing a school were asked to ascertain if there are needs that are unmet in the community. If day care facilities are important to people considering enrolling in an institution of higher education, then it might behoove an institution to establish a day care center on campus. Demographic questions were used to obtain a profile of the respondents. They were also used as a check on the sampling techniques used - do the subsamples reflect the populations they were chosen from?

Subjects were approximately 300 people in each of the subgroups, with approximately 500 in the general public subsample.

A telephone survey was used to gather the data. Interviewers were SEU students who had undergone training in telephone interview techniques. They were paid on a per completed survey basis. The Institutional Research office contributed to the writing of the survey instrument (see Appendix A), as well as handling the logistics of the data collection, and the data analysis.

Results

Knowledge of St. Edward's

A series of nine questions were asked concerning the respondent's knowledge of facts about the university (see Table 1). As would be expected, those people involved with St. Edward's were correct in their perceptions of the school more often than those people not connected with the school. However, there were exceptions. There seems to be a general confusion in the areas of number of students (56% of students/alumni and 21% of seniors/public answering correctly), tuition per semester (65% of students/alumni and 32% of seniors/public answering correctly), doctoral degree offered (61% of students/alumni and 34% seniors/public answering correctly). The question concerning tuition per course also indicated general confusion on the part of respondents. For students/alumni there was a bimodal response, peaking at the amount per credit hour and amount per course (three times the amount per credit hour). Even when these two responses are added, 68% of students/alumni answered correctly while only 38% of seniors/public did so. For the rest of the knowledge questions, approximately 90% of students/alumni answered correctly while two-thirds of seniors/public answered correctly. This shows that there are misconceptions being held about St. Edward's by people who are potential students.

Another misconception about St. Edward's became apparent when the subjects were asked to state three reasons why someone would want to attend St. Edward's (see Table 4). Fifty-four high school seniors and people from the general public stated that someone would want to attend St. Edward's because of the low cost of tuition. While this represented only 3% of the responses to this question, none of the St. Edward's students or alumni gave this response. With St. Edward's tuition 23 times higher than the tuition at the University of Texas

at Austin, and ranked number eleven on total cost out of the 40 independent, four-year, resident colleges in Texas that data was available for, this represents a gross misconception on the part of a few people.

Another quick check on the subject's knowledge of St. Edward's was obtained by asking what type of majors are offered by St. Edward's. Of the high school seniors and general public, 11% of the majors given are not majors offered by St. Edward's. The rate for St. Edward's students and alumni was 3%.

Factors Influencing Decisions to Attend College

The subjects were asked a series of questions to determine what was important to him/her when deciding to enroll in a school. One part of this section (see Table 2) listed eight factors and the subject was asked to rate whether this factor was very important, important or not important in influencing people's decision to go to college. Generally, seniors/public did not think anything besides financial aid (54%) was very important. The next highest ranked factor was night classes, listed by 30% of the seniors/public as being very important. The students/alumni had much stronger opinions about what they thought was or was not important when deciding to go to a college. Of the students/alumni, 54% thought night classes were very important and 52% thought financial aid was very important; the highest percentages for "not important" responses were for location in North Austin (59%) and classes before 8 a.m. (58%).

It does not appear that any one of these forced choice answers (besides financial aid) stated a pressing need for an area that would make a discernable difference in enrollment for those not already involved with St. Edward's.

The next part of the section on factors influencing decisions to enroll allowed the subjects to mention any additional factors that might be important (see Table 3). These factors were grouped into seven areas: student services (counseling services, offices open after 5 p.m., etc.), academics (more labs, tutors, better quality instructors, availability of advisors, etc.), sports (better physical education program, more recreation programs, sports offerings, etc.), housing (on campus housing, food services, etc.), student life (active student life, social activities, etc.), money (lower tuition, more financial aid, etc.) and "other" which covered a wide range of topics. For each of the two groups, one-third of the respondents added that academic services were an influence in deciding to attend a school.

The final part of this section asked for three reasons why someone would want to attend St. Edward's and three reasons why they would not want to attend (see Tables 4 and 5). The reasons concerning the quality of the institution (good reputation, close supervision, etc.) were stated the greatest amount of times by both groups. For reasons why someone would not want to attend St. Edward's, the single response which was stated most often by both groups was the high cost of tuition.

This section shows that the present students and alumni, and to a lesser extent high school seniors and the general public are concerned with the practical and educational aspects of an institution: availability of financial aid, tuition, night classes, academic services available (such as tutors), etc. Potential students want a good education for their money.

Demographics

There are two ways that demographic data from a market survey may be used. The first is as a check on the reliability and validity of the data obtained

from the sample - are the samples representative of the populations from which they were drawn? The second way this data may be used is to identify potential users of our services -- is there a public in need of our services?

As a check on how representative the subsamples obtained were, comparisons were made for age and sex. Table 6 shows age and sex comparisons between the St. Edward's Student Subsample and the St. Edward's Student Population. While there were discrepancies for the 16-20 and 21-25 year old age groups, the combined percentages for those two age groups were the same for the subsample and for the population (53%). For sex, there were slightly more males in the subsample than in the population. Table 7 shows the age and sex comparisons for the General Public Subsample and for the Travis County Population. The percentages for the age groups are remarkably similar. As with the St. Edward's group, there were more males in the subsample than in the population. It has been concluded that the subsamples are representative of the populations from which they were drawn.

Concerning the identification of potential publics for our services, employment and age were looked at. St. Edward's University has instigated a night degree program enabling those people who work during the day to obtain a degree at night (U.T.-Austin does not hold any evening classes). Of the General Public subsample, 63% hold full-time jobs and an additional 11% have part-time jobs. Publicity aimed at this group would inform the public that they can work and go to school at the same time, and attract students to the campus. St. Edward's has also committed itself to serving the needs of the community by encouraging the older than average student (those who are 25 years old and older). With 59% of the people in Travis County over the age of 25, recruitment of these people should stress that they won't be alone on campus

(the average age of St. Edward's University students during Spring 1981 was 28 years old). These two demographic categories show that there are potential students in the community that match the make-up of the University population now.

Discussion

The major questions raised by this paper are "How well is St. Edward's perceived by the public?" and "What do people look for when choosing a college?" The two comparison groups, St. Edward's students and alumni, and Austin area high school seniors and general public were targeted; the SEU clientele because they represent those people who have already had direct contact with St. Edward's, and the seniors/public as potential students because 48% of St. Edward's population comes from the Austin area (specifically Travis County).

Concerning the question "How well is St. Edward's perceived by the public?", two-thirds of the general public/high school seniors answered correctly that St. Edward's is a small, private, four-year institution of Catholic affiliation which offers Master's degrees. What these groups do not know are the number of students attending St. Edward's and the cost of attending St. Edward's. Size of an institution is an important determinant when picking a school. A large number of people responded that SEU was larger than it really is. Although the enrollment estimates made by the public (1,000 to 10,000 students) do not come near the enrollment for the University of Texas-Austin (40,000) the fact that St. Edward's has only 2,300 students will be very attractive to a lot of people. This small enrollment needs to be

advertised to the public. Misconceptions about the cost of attending St. Edward's need to be cleared up. Other sections of this report have shown that financial matters are very important when deciding what school to attend. If your potential publics do not have a good idea of how much their education will cost or if they believe it will be less than what it actually cost, a dissonance will occur which may lead to attrition by those who do decide to enroll.

Through questions on what are important considerations when deciding to apply to a college, it was found that practical and educational aspects of an institution are important. People want to know if financial aid will be available, how much it will cost to attend, if academic services are available, etc. These are the types of things that should be the focus of publicity campaigns. The survey respondents were not interested in what would have amounted to adding additional services such as shuttle buses and day care centers, but they were interested in finding out about the financial and practical aspects of going to college.

This survey demonstrates a need for additional publicity in the areas of costs and academic services available. Knowledge of a product (be it a consumable item or an institution) is the first step in "selling" that product.

In terms of recruitment, this survey has shown that on the basis of age and employment status, there are a great many people in the Austin area who would fit into St. Edward's environment. The market has been identified as existing.

Table 1. Knowledge of St. Edward's

	SEU students/alumni		high school seniors and general public	
Size				
*small	462	82%	496	64%
medium	93	16%	191	25%
large	7	1%	17	2%
don't know	5	1%	69	9%
total	567		773	
Type of Institution				
*private	515	91%	502	65%
public	26	4%	110	14%
don't know	28	5%	160	21%
total	569		773	
Length of Curricula				
2-year	20	4%	72	9%
*4-year	528	94%	518	67%
don't know	16	3%	178	23%
total	564		769	
Religious Affiliation				
*Catholic	479	85%	466	63%
Protestant	7	1%	37	5%
Other	62	11%	136	18%
None	17	3%	97	13%
total	565		736	
Number of Students				
0 - 500	8	1%	14	2%
501 - 1,000	45	8%	42	5%
*1,001 - 3,000	318	56%	165	21%
3,001 - 5,000	74	13%	138	18%
5,001 - 10,000	28	5%	82	11%
10,000 +	7	1%	37	5%
don't know	87	15%	292	38%
total	567		770	
Tuition Per Semester				
$0 - 1,000	89	16%	280	44%
*$1,001 - 2,000	353	65%	205	32%
$2,001 - 3,000	56	10%	98	15%
$3,001 - 4,000	23	4%	38	6%
$4,001 - 5,000	9	2%	10	2%
$5,001 +	14	3%	11	2%
total	544		642	
Tuition Per Course				
$0 - 50	34	6%	166	28%
$51 - 100	190	35%	173	29%
$101 - 150	39	7%	81	13%
$151 - 200	56	10%	79	13%
*$201 - 300	180	33%	55	9%
$301 - 400	38	7%	21	3%
$400 +	7	1%	26	4%
total	544		601	
Master's degree offered				
*yes	521	92%	504	65%
no	21	4%	110	14%
don't know	23	4%	156	20%
total	565		770	
Doctoral degree offered				
yes	74	13%	210	27%
*no	346	61%	268	34%
don't know	137	24%	290	38%
total	567		768	

*correct answers

Table 2. Factors Influencing Decisions to Attend College

	SEU students/alumni		high school seniors and general public	
Location in North Austin				
very important	49	9%	87	13%
important	182	33%	265	40%
not important	329	59%	316	47%
total	560		668	
Day Care Facilities				
very important	54	10%	76	10%
important	240	43%	382	50%
not important	264	47%	312	40%
total	558		770	
Week-end Courses				
very important	75	13%	64	8%
important	266	47%	447	58%
not important	223	40%	258	34%
total	564		769	
Classes before 8 am				
very important	50	9%	58	7%
important	189	33%	352	46%
not important	326	58%	359	47%
total	565		769	
Pre-college courses				
very important	63	11%	94	12%
important	263	47%	440	58%
not important	239	42%	231	30%
total	565		765	
Financial Aid				
very important	292	52%	411	54%
important	238	42%	313	41%
not important	35	6%	44	6%
total	565		768	
Night Classes				
very important	307	54%	233	30%
important	229	41%	474	62%
not important	29	5%	58	8%
total	565		765	
Shuttle Bus Service				
very important	114	25%	179	24%
important	134	30%	421	57%
not important	203	45%	140	19%
total	451		740	

Table 3. Additional Services Important when Deciding to Attend a College

	SEU students/alumni		high school seniors and general public	
Student Services	31	20%	31	17%
Academics	54	36%	68	37%
Sports	8	5%	10	3%
Housing	12	8%	26	14%
Student Life	7	5%	12	6%
Money	10	7%	13	7%
Other	30	20%	25	14%
total	152		185	

Table 4. Reasons for Wanting to Attend St. Edward's

	SEU students/alumni		high school seniors and general public	
Location				
in city	69	5%	125	6%
in Austin	97	6%	295	14%
total	166	11%	420	20%
Quality				
easy	9	< 1%	5	< 1%
good reputation	103	7%	207	9%
close supervision	181	12%	161	8%
good faculty/student relationship	250	16%	221	11%
total	543	35%	594	28%
Type of Education				
type of education	43	3%	85	4%
special programs	112	7%	125	6%
adult studies	13	1%	14	< 1%
night classes	131	9%	93	4%
credit for work	11	1%	21	1%
MBA program	49	3%	17	< 1%
drama program	19	1%	27	1%
total	378	25%	382	18%
Type of Institution				
religious	72	5%	156	7%
small	225	15%	314	15%
private	10	< 1%	13	< 1%
atmosphere	30	2%	43	2%
resources	4	< 1%	6	< 1%
total	341	22%	532	25%
Other Reasons				
job opportunities	22	1%	28	1%
easy acceptance	26	2%	22	1%
company pay tuition	6	< 1%	4	< 1%
cost (low tuition)	0	0	54	3%
all others	46	3%	69	3%
total	100	6%	177	8%
Total Number of Reasons	1,528		2,105	

Table 5. Reasons for NOT Wanting to Attend St. Edward's

	SEU students/alumni		high school seniors and general public	
Location				
in Austin	23	2%	79	4%
in city	20	1%	29	2%
too near UT	8	< 1%	16	1%
total	51	4%	124	7%
Quality				
reputation (lack of)	120	9%	195	11%
poor faculty	20	1%	26	1%
too hard	9	< 1%	5	< 1%
too easy	8	< 1%	2	< 1%
total	157	12%	228	13%
Type of Education				
religious education	107	8%	216	12%
lack of program	217	16%	256	14%
no sports program	46	3%	100	6%
no research	14	1%	13	1%
total	384	28%	585	33%
Type of Institution				
too small	160	12%	334	19%
atmosphere	26	2%	19	1%
total	186	14%	353	20%
Other Reasons				
too expensive	440	32%	374	21%
too many foreigners	44	3%	19	1%
lack of job opportunities	12	1%	22	1%
housing	6	< 1%	0	0
other	84	6%	77	4%
total	586	43%	492	27%
Total Number of Reasons	1,364		1,782	

Table 6. Percentages of SEU Student Subsample and SEU Student Population Over the Age of Sixteen and Distribution by Sex

	SEU Student Subsample *		SEU Student Population **	
Age				
16-20	19%		28%	
21-25	34		25	
26-30	16		11	
31-35	12			
36-40	8	20%	23%	
41-45	5			
46-50	5			
51-55	1	12%	13%	
56 +	1			
Sex				
male	60.5%		54.1%	
female	39.5%		35.9%	

* random sample taken in June 1981
** from Spring 1981 Registrar's Report

Table 7. Percentages of General Public Subsample and Travis County Population Over the Age of Sixteen and Distribution by Sex

	General Public Subsample *	Travis County **
Age		
16-20	9%	10%
21-25	19	16
26-30	15	21
31-35	16	13
36-40	8	7
41-45	6	6
46-50	8	5
51-55	5	5
56 +	14	16
Sex		
male	67.2%	49.5%
female	32.8%	50.5%

* random sample taken in June 1981

** 1980 population projections; City of Austin Planning Dept. (age groupings 15-19, 20-24, 25-29, etc.)

APPENDIX A

Questionnaire # 1-4
Interviewer 5-6
Card # 7-8

NOTE DAY AND TIME OF CONTACT.....

NAME OF INTERVIEWEE.....

TELEPHONE #..... .....

Hello, My name is_____and I am a student at St. Edward's University. We are presently doing a survey to try to assess needs related to higher education, so that our University can be more responsive to these needs. Could you please help me by answering a few questions? It will not take any more than five minutes. Thank you.

1. First, are you familiar with St. Edward's University?

YES..... 1
NO (GO TO Q.4)..... 2 10

2. Were you in the past or are you presently connected with St. Edward's University in some way?

YES..... 1
NO (GO TO Q.4)..... 2 11

3. What was your connection with St. Edward's?

STUDENT	GRADUATE.....	1
	UNDERGRADUATE.....	2
FORMER STUDENT	GRADUATE.....	3
	UNDERGRADUATE.....	4
EMPLOYEE	STAFF.....	5
	FACULTY.....	6
FORMER EMPLOYEE	STAFF.....	7
	FACULTY.....	8
SUPPORTER.....		9
OTHER, SPECITY.....		
.....		10 12-13

4. How would you describe St. Edward's University, in terms of the following variables:

A.	Size	LARGE..... 1	14
		MEDIUM..... 2	
		SMALL..... 3	
		DON'T KNOW..... 4	
B.	Type of management and support	PRIVATE UNIVERSITY..... 1	
		PUBLIC UNIVERSITY..... 2	15
		DON'T KNOW..... 3	
C.	Type of instruction	TWO-YEAR COLLEGE..... 1	
		FOUR-YEAR COLLEGE..... 2	16
		DON'T KNOW..... 3	
D.	Religious affiliation	CATHOLIC..... 1	
		PROTESTANT..... 2	
		NO RELIGIOUS AFFILIATION..... 3	17
		OTHER..... 4	
E.	Number of students	0 - 500..... 1	
		501 - 1,000..... 2	
		1,001 - 3,000..... 3	
		3,001 - 5,000..... 4	
		5,001 - 10,000..... 5	
		10,001 and over..... 6	
		DON'T KNOW..... 7	18

5. What do you think the tuition for a full time student is at St. Edward's per semester?

0 - $1,000	1	$3,001 - $4,000	4	
$1,001 - $2,000	2	$4,001 - $5,000	5	
$2,001 - $3,000	3	$5,001 AND OVER	6	19

6. What about on a per course basis? How much do you think St. Edward's tuition is per course?

0 - $50.00	1	$201.00 - $300.00	5	
$51.00 - $100.00	2	$301.00 - $400.00	6	
$101.00 - $150.00	3	OVER $400.00	7	20
$151.00 - $200.00	4			

7. What types of majors do you believe St. Edward's University offers?

(MARK ONLY FIRST FIVE MENTIONS)

ACCOUNTING	1	GENERAL STUDIES	15	21-22
ADMINISTRATION	2	GENERIC SPECIAL EDUCATION	16	23-24
ART	3	GERONTOLOGY	17	25-26
AMERICAN STUDIES	4	HEALTH CARE ADMINISTRATION	18	27-28
BIOLOGY	5	HISTORY	19	29-30
BILINGUAL TEACHER EDUCATION	6	MANAGEMENT	20	
CHEMISTRY	7	MARKETING	21	
COMPUTER SCIENCE	8	MATHEMATICS	22	
CRIMINAL JUSTICE	9	PHYSICAL EDUCATION	23	
ECONOMICS	10	PSYCHOLOGY	24	
ENGLISH	11	RELIGIOUS EDUCATION	25	
ENVIRONMENTAL STUDIES	12	SOCIAL WORK	26	
FINANCE	13	SOCIOLOGY	27	
GENERAL BUSINESS	14	THEATER ARTS	28	
		PRE-PROFESSIONAL PROGRAMS	29	

8. Do you think St. Edward's offers:

Master's degrees?

YES	1	
NO	2	
DON'T KNOW	3	31

Doctoral degrees?

YES	1	
NO	2	
DON'T KNOW	3	32

9. Do you know what the "New College" program is?

YES	1	
NO (GO TO Q.12)	2	33

10. Could you please describe the New College program?

PROGRAM OF INSTRUCTION FOR ADULTS	1	
OTHER, SPECIFY.....		
.....	2	34

11. Now, I am going to read a series of statements about St. Edward's University. I would like your reaction to them. As an example, if I say:

"St. Edward's University serves primarily students from the Austin area", do you: Agree, Have no Opinion, Disagree with that statement? How about the following statements:

	A.	N OP.	D.	
a. St. Edward's offers high quality teaching to its students.	1	2	3	35
b. St. Edward's is a Catholic University	1	2	3	36
c. St. Edward's is very liberal	1	2	3	37
d. St. Edward's is a research-oriented institution	1	2	3	38

e.	St. Edward's gives personal attention to its students	1	2	3	39
f.	St. Edward's is a very selective university	1	2	3	40
g.	St. Edward's graduates are easily placed in the job market	1	2	3	41
h.	Most St. Edward's students are young high school graduates	1	2	3	42
i.	It is hard to get admitted to St. Edward's	1	2	3	43
j.	St. Edward's has programs geared primarily to adult students	1	2	3	44
k.	St. Edward's has too many foreign students	1	2	3	45
l.	St. Edward's offers basic skills courses for high school graduates	1	2	3	46
m.	Most St. Edward's students are full-time students	1	2	3	47
n.	St. Edward's does not offer professional programs, like engineering, business, etc.	1	2	3	48
o.	St. Edward's is very expensive	1	2	3	49
p.	Most St. Edward's students come from out of state	1	2	3	50

12. Please tell me <u>three</u> major reasons why people would want to attend St. Edward's:

1.....Location in Texas (Austin)
2.....Religious orientation
3.....Job opportunities
4.....Further one's education
5.....Faculty-students relationship
6.....Close supervision
7.....Special programs
8.....More adult students
9.....Location in city — 51-52
10.....Night classes
11.....College credit for work experience — 53-54
12.....MBA program
13.....Drama department — 55-56
14.....Other, specity_____

13. Now, please tell me three major reasons why someone <u>would not</u> want to attend SEU:

1.....Do not want religious education
2.....Too expensive
3.....Too many foreign students
4.....Lack of program
5.....Lack of job opportunities
6.....No football
7.....No sports program
8.....Reputation
9.....Too small — 57-58
10.....Location (Austin)
11.....Location in city — 59-60
12.....Not research oriented
13.....Other, specity_____ — 61-62

14. I am going to mention several services which may or may not be important in influencing people's decision to go to college. Please tell me for each of the services whether it is very important, important, or not important. As an example, what about:

		Very imp.	Imp.	Not imp.	
a.	Location of the University in the North of Austin	1	2	3	63
b.	Day care center facilities	1	2	3	64
c.	Week-end courses	1	2	3	65
d.	Early morning classes, before 8 am	1	2	3	66
e.	Pre-college courses	1	2	3	67
f.	Financial Aid	1	2	3	68
g.	Night classes	1	2	3	69
h.	Shuttle bus services	1	2	3	70

Are there any additional services which I did not mention that would be an important consideration for you in deciding where to go to college?

Specify _____ 71-72

_____ 73-74

_____ 75-76

Questionnaire # 1-4
Card # 5-6

15. On a scale of 1 to 10, how would you rate:

St. Edward's University	_____	7-8
The University of Texas	_____	9-10
Austin Community College	_____	11-12
Southwest Texas State	_____	13-14

16. In terms of continuing education offerings, which of the following area(s) would you think people might be most interested in:

1.....Professional development; job skills	15
2.....Life's practical needs	16
3.....Basic Education offerings	17
4.....Family and local area	18
5.....Religious Education	19
6.....None of above, but_____	20
7.....No interest	21

17. Do you think people would prefer continuing education courses:

during the weekday(s)..... 1
in the evenings..... 2 22
on weekends..... 3
no opinion..... 4

18. Do you feel people interested in continuing education would prefer:

1.....general, low-cost, personal interest course (non-credit) or
2.....specific, higher-cost, professional and skills development courses (for Continuing Education credits) 23
3.....no opinion

Now, I would like to ask you just a few background questions:

19. What is your marital status?

SINGLE (GO TO Q. 23).....	1	MARRIED.....	2
SEPARATED.....	3	DIVORCED.....	4
WIDOWED.....	5	OTHER.....	6

24

20. How many children do you have?

_____ 25-26
(IF NONE, GO TO Q. 23)

21. How many children are living at home?

_____ 27-28
(IF NONE GO TO Q. 23)

22. What are the ages of your children living at home?

_____ 29-30
_____ 31-32
_____ 33-34
_____ 35-36
_____ 37-38

23. What is your age?

_____ 39-40

24. What is your education?

ELEMENTARY (GO TO Q. 25)..... 1
SOME HIGH SCHOOL (GO TO Q. 24A)..... 2
HIGH SCHOOL GRADUATE (GO TO Q. 25)..... 3
SOME COLLEGE OR PROFESSIONAL TRAINING (GO TO Q. 25).. 4
COLLEGE GRADUATE (GO TO Q. 25)..... 5
POST GRADUATE DEGREE (GO TO Q. 25)..... 6 41

24A. Are you in high school now?

YES..... 1 (GO TO Q. 24B)
NO..... 2 42

24B. Would you characterize yourself as an

A student..... 4
B student..... 3
C student..... 2
D student..... 1 43

24C. Which high school do you attend?

_____ 44-45

25. Are you employed? On a part-time or full-time basis?

YES, FULL TIME..... 1
YES, PART TIME..... 2
NOT EMPLOYED..... 3 46

(IF NOT EMPLOYED, GO TO Q. 27)

26. What is your occupation?

PROFESSIONAL/MANAGERIAL..... 1
CLERK/WHITE COLLAR..... 2
BLUE COLLAR..... 3
TECHNICAL..... 4
OTHER, SPECIFY.....
..... 5 47

27. What is your total yearly family income?

0 - $5,000..... 1
$5,001 - $10,000..... 2
$10,001 - $15,000..... 3
$15,001 - $20,000..... 4
$20,001 - $25,000..... 5
OVER $25,000..... 6 48

INTERVIEWER PLEASE NOTE:

MALE..... 1
FEMALE..... 2 49

Thank you so very much for your help. Now, may I please have your name, so that my Supervisor can check on my work?

_____

Denied_____